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ABSTRACT

This study determined the reasons that students who were classified as sophomores and juniors in the spring 1972 semester failed to return to Indiana University at South Bend for the fall 1973 semester. A review of the literature and a survey adapted from one used by Grossman College indicates: (1) Recreational facilities and vocational and educational guidance on campus received lower ratings by the students. (2) There was dissatisfaction with opportunities for informal and social contacts with students, quality of counseling assistance on problems of educational and vocational choice, availability of courses and facilities in major fields of study, and availability of occupational information in choosing occupations. (3) Academic difficulty or marriage were listed in some cases as reasons for discontinuance, as was a lack of interest in studies. (Author/MJM)

FOLLOW-UP STUDY OF DISCONTINUING STUDENTS AT INDIANA UNIVERSITY AT SOUTH BEND

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Indiana University at South Bend
South Bend, Indiana

Study Directed by Charles R. DuVall, Ph.D.

August, 1974

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CHAPTER I

STATEMENT OF THE PROBLEM AND DESIGN OF THE STUDY

Many studies have been written about the student who drops out during his first year of college or who never returns for his second year. Other studies have surveyed the graduate, the "end product" of the university. Between these two extremes lies a body of students who have persisted through the freshman year but fail to graduate. In most research studies attrition is generally regarded as an indication that the university has been unable to fulfill its duty to those who discontinue attendance although the institution has very little, if any, control over many of the causes of discontinuance. However, colleges should be aware of the reasons that students are leaving their institutions, especially those students who have persisted through the freshman year when there is the highest mortality rate.

Statement of the Problem

This study was initiated to determine the reasons those students who were classified as sophomores or juniors in the Spring 1972 semester failed to return to Indiana University at South Bend (hereafter referred to as I.U.S.B.) for the Fall 1973 semester. This study is the first formal effort by I.U.S.B. to determine the reasons that students who have persisted beyond the freshman year have discontinued attendance at I.U.S.B., whether the student transferred to another institution or no longer attends any institution of higher learning.

Importance of the Study

Although the mortality rates have remained fairly constant during the last three decades, the colleges have seen increased enrollments during the years of the Vietnam conflict and declining enrollments recently. This study was intended to collect and to disseminate knowledge concerning the character of those students who discontinue attendance during their sophomore and junior years in college. It is believed that this study will have importance to I.U.S.B. in channeling these students for retention and in reassessing the needs of students who might discontinue in the future.

Definitions of Terms Used

Several terms used in the description of this study were defined as follows:

> Catharsis. . . . the process of bringing repressed ideas into consciousness and thereby dealing with them; more broadly, an expressive reaction (usually emotional or accompanied by emotion), believed to have some psychotherapeutic effect. (Good:77)*

> Closed Form Questions. Responses are made to a set of provided answers. The information that is desired may be more easily counted, tabulated, and analyzed. (Best:144)

> Community College. A college typically set up to meet the educational needs of a particular community and offering 2-year training, either terminal or preparatory, in professional and liberal arts fields; most community colleges are publicly controlled and are coeducational. (Good:114)

> Discontinuing Student. A sophomore or junior at I.U.S.B. during the Spring 1972 semester who failed to return to I.U.S.B. for the Fall 1973 semester; more broadly, a student who leaves college before he finishes his school program.

*Names and citations in parentheses refer to the bibliography; numbers after the colon are page numbers.

Follow-up. A plan by which the experiences or status of people who have left school are investigated or surveyed, either for the purpose of assisting them in further adjustment or for securing facts to improve the plan of guidance for those still in school. (Good:233)

Mortality, Educational. The extent to which students fail to complete the school program, dropping out before graduation. (Good:374)

Non-respondent. A recipient of a questionnaire who does not respond.

Open Form Questions. Used for intensive studies or exploration of novel problems. Each answer is a written description and much room is usually available for free response. (Best:144-45)

Persistence, Academic. A measure usually in school years of the extent to which students continue their residence in college; usually employed in conjunction with measures of general scholastic aptitude. (Good:416)

Questionnaire. A list of planned, written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply, commonly used in survey studies and in the measurement of attitudes and opinions. (Good:435)

Respondent. Any recipient of a questionnaire who actually replies to the questionnaire. (Good:466)

Validity. The extent to which a test or other measuring instrument fulfills the purpose for which it is used. . . (Good:593)

Limitations of the Study

Nonresponse or a failure to obtain information from the respondents has to be considered a limiting factor in a questionnaire study utilizing the mailed form. Kish states that this nonresponse may fall into several different categories. These categories which might describe the nonrespondent are: Temporarily unavailable; Refusals; Incapacity or inability; Not found; and Lost schedules. (Kish:533-34) Those not found represented quite a large percentage in this study, 13.2 %.

Another limitation was the nature of the population, i.e. all students discontinued attendance at I.U.S.B. after the Spring 1972 semester and did not return for the Fall 1973 semester. Because of the nature of the discontinuing student, the results could be skewed.

The Grossmont College data which was compared to that of I.U.S.B. was collected in 1967. This old data then must be considered as yet another limitation to the study.

Another limitation was the probable misinterpretation of directions by some respondents in replying to the questionnaire. Also a larger return might have been realized if there had not been a misinterpretation, i.e. those who commented only regarding their return to I.U.S.B. or graduation from a dental hygiene program. Perhaps there were other non-respondents in this category.

DESIGN AND RATIONALE

In order to have data to compare with that from I.U.S.B. discontinuing students, a follow-up study with a reliable survey instrument was sought to replicate. Because of the similarities between the two schools, Grossmont College and I.U.S.B., A Follow-up Study on Discontinuing Students at Grossmont College by Harold G. Hughes and Others was chosen for replication.

Similarities of the two colleges include the following:

1. Both colleges are publicly-supported institutions.

2. Grossmont College started classes in 1961 and I.U.S.B. became a four-year regional campus in the early 1960's although it has existed since 1933.

3. Both schools follow a semester system.

4. Grossmont College has an enrollment of approximately 6000 students and I.U.S.B. has about 5000 students.

5. Both schools offer general education and career vocational programs.

6. Grossmont College and I.U.S.B. both derive almost all of their student body from the surrounding community.

There are a few differences in the two schools which should be noted:

1. El Cajon, California where Grossmont College is located has a population of approximately 43,000 while I.U.S.B. is located in a city about three times that size.

2. Grossmont College is a two-year community college and I.U.S.B. is a four-year institution.

3. Grossmont College accepts 100 per cent of its applicants whereas I.U.S.B. has a stricter admissions policy.

4. Grossmont College requires no tuition from California residents and I.U.S.B. charges $20 per credit hour for in-state tuition.

The difference in the size of the cities the institutions are located seems less significant when one takes into consideration that the larger city of San Diego is very near to El Cajon.

According to College Dropout: A National Profile, a study by Alexander W. Astin, a junior college may expect to have a few more dropouts than a four year college. The two-year colleges have more liberal admissions policies which can account for most of the difference in the attrition rate. (Astin:47-8)

The difference in tuition policy between the two schools could result in more discontinuing students giving financial reasons for their withdrawal from college at I.U.S.B.

After due consideration, the differences between the two schools diminish and are felt to be ones that can be taken into account considering the considerable similarities of the two schools.

To obtain the desired information the Grossmont College Follow-Up Questionnaire was modified and an accompanying cover letter written (See Appendix A). Items included in the cover letter followed established patterns found in research. The purpose of the study, the importance of the study to the respondent, the value of the respondent's reply, and the signature and title of the registrar as well as that of the researcher involved in this study comprised the cover letter. (Borg:214-15) There was no mention of confidential treatment of the responses, but no identification of the respondent was asked. A summary of the findings was promised for those respondents who returned a self-addressed mailing label. (Young:205)

A questionnaire is a reliable survey instrument for data-gathering in survey studies according to Good and Scates. (Good and Scates:606) Acknowledged disadvantages of the mailed questionnaire are the possible mobility and its inherent address problems, (Snelling:127) incomplete replies, and non-response of recipients. However, due to its comparatively low cost and proven reliability, the questionnaire technique was used in this study (Droege:256) just as it was in the study being replicated.

In the Grossmont College study the following information was gathered for each discontinuing student:

1. Total high school grade point average
2. Total Grossmont College grade point average
3. School and College Ability Test (SCAT) scores, and
4. Student Characteristics questionnaire responses. (Hughes:2)

For the purposes of this study on I.U.S.B. discontinuing students only a questionnaire was used. It is an accepted fact that student attrition in college can be predicted by tests of scholastic aptitude; those who remain in college have been found to have higher scores than those who withdraw. However, these scholastic aptitude measures are able to predict only those who will withdraw or be asked to withdraw because of low grades. (Bean and Covert:407) Therefore, there must be other reasons for students to discontinue attendance that a questionnaire would survey.

Although both closed and open form questions were employed in the questionnaire, the closed form type question requiring only a checked response was most extensively used to secure the necessary data. The few open form questions provided the respondent a chance to add additional data not otherwise covered. (VanDalen:256)

The open type question form often produces answers that are difficult or impossible to tabulate. The reader is urged to read and draw his own conclusions to these responses within the framework of the limitations. These responses are reproduced in Appendixes B and C. Although its limitations and difficulties for analysis must be recognized, the open type question form does allow the respondent to reply in depth. (Sax:112)

There are certain classification type questions that ask about sex, age, marital status, family and so on which tend to recur in almost all surveys. These questions are helpful and important in stratifying the survey. (Oppenheim:57)

Other questions are asked for information and as a preparation for the subject area and are expected in questionnaires. Another type of question used was for the purpose of catharsis and statement of any further comments by the respondent.

INSTRUMENTATION

The first part of the questionnaire included five general classification type questions needed in the classification of responses. These do represent a change from the questionnaire used by Grossmont College, i.e. Marital Status was expanded to five separate possible responses unlike Grossmont's married and single categories, Time of Class Attendance was changed to read day, night and combination day/night. Also included in the I.U.S.B. Follow-up Questionnaire was an age classification missing in Grossmont's questionnaire. Excluded for the purpose of this study of I.U.S.B. discontinuing students were those questions dealing with military service, highest educational level attained by father, highest educational level attained by mother, primary working parents level, and status of primary working parent, program planned, and degree intended to achieve. This researcher felt that these items were not pertinent to the study of I.U.S.B., were personal in nature, and that research has already shown that students who drop out often have parents who did the same. (Hughes:1) Hours working per week was

included in both questionnaires since financial reasons and employment are often listed as reasons for terminating attendance by students. (Hughes:1)

The section of the Grossmont College Follow-up Questionnaire on Reasons for Going to College I arbitrarily eliminated for two main reasons. First of all, the length of the questionnaire had to be considered. Questions should be short as brevity is stressed in research and long questionnaires tend to lead to fatigue factors of ommissions and errors. A goal was set of not having the I.U.S.B. Follow-up Questionnaire be longer than two sides of an 8½ inch by 14 inch paper. With the aforementioned section included the questionnaire would have been too long and also we are mainly concerned with why the students discontinued attendance rather than with why they entered although the two may be related.

Questions were numbered on the questionnaire for ease in computing. Questions 1 through 30 covering the facilities and services of I.U.S.B. are taken directly from the Grossmont College Follow-up Questionnaire. Dr. Charles R. DuVall, under whose direction this study was conducted, changed the coding system so that if a respondent felt that it did not apply or had no opinion he would leave that blank rather than having to use the code symbol '0' as in the Grossmont study. Also Dr. DuVall arranged the code symbols so that a respondent would just have to circle the best answer rather than write in a number as in the Grossmont study.

The next section of the Grossmont questionnaire dealt with questions on other factors not related to these facilities and

services. This section was eliminated from the I.U.S.B. questionnaire because of the aforementioned limitations on space and because many of the questions appeared to be outdated to this researcher, i.e. No. 3 concerning hazing by students and No. 4 concerning customs and practices regarding campus apparel.

On the reverse side of the I.U.S.B. questionnaire, question number 1 dealing with the class standing of the student when he last attended I.U.S.B. was included for purposes of checking the validity of response as well as for possible comparisons.

Questions 2 and 3 were a part of the Grossmont questionnaire; however, two changes were made in question 3. First of all, only two lines instead of three were given to fill in the name and location of other schools attended. Respondents had discontinued recently and two lines were felt to be enough for a response. Also, the wording of the question was changed to include a technical school as an option.

Question 4 on the I.U.S.B. questionnaire was an open type form question asking why the respondent had transferred. I thought this question needed to be asked in an open form so that it might elicit a response that we would not get from the closed form questions.

Question number 5 on the I.U.S.B. questionnaire was number 3 on the one from Grossmont College. One change was made. Columns A and B became Then and Now respectively on our questionnaire. It was felt that this would help the respondent in clarifying the directions.

The next section concerns reasons for discontinuing college attendance. It remains the same as on the Grossmont College questionnaire except that the questions are numbered instead of lettered for ease in computing, the coding system was changed as in the section

dealing with facilities and services, and the questions dealing with military service were combined into one reason because there no longer is a draft.

At the end of the questionnaire space was provided for additional comments regarding the respondent's college experience at I.U.S.B. and his subsequent discontinuance. This was included in the instrument for the purpose of catharsis. (Scates:618) Information not anticipated in the instrument could be elicited in this way.

METHODOLOGY

Identification of the population and materials to be utilized. The Registrar of I.U.S.B. identified the group of students to be included in this study. These were: Sophomores and Juniors at I.U.S.B. who discontinued attendance at I.U.S.B. after the Spring 1972 semester and failed to return for the Fall 1973 semester.

The Registrar provided the researcher with a computer listing of all students who discontinued attendance after the Spring 1972 semester or summer sessions. The Registrar also provided the services of her office in procuring the addresses of those students who were randomly selected, provided envelopes, franked envelopes and mailing labels as well as the use of her office for the receipt of the returned questionnaires.

A random selection was made as follows:

All sophomores and juniors were identified on the computer listing. 182 juniors were identified as were 292 sophomores. Sampling without replacement was the procedure and a 2 was placed in front of

the number of each sophomore and a 3 in front of each junior's identifying number. This allowed for a check on the validity of response on the questionnaire as well as providing an identification number placed in the top right hand corner of the questionnaire. In all, 125 sophomores and 125 juniors were randomly selected to be recipients of questionnaires.

Mailing the questionnaire. On May 29, 1974 each randomly selected recipient was mailed a questionnaire, cover letter, a mailing label, and a self-addressed, postage paid return envelope.

Follow-up technique. On June 19, 1974 everyone of the randomly selected recipients who had not yet returned his questionnaire was again sent a questionnaire, mailing label, a self-addressed, postage paid return envelope, and the same cover letter with a handwritten note at the bottom explaining how valuable his ideas were and a request to return the completed questionnaire. In order for time for the data to be analyzed, July 19, 1974 was the last day that questionnaires were accepted for use in this study.

Use of Grossmont College data. Permission was requested and received to use any part of the Grossmont College data in this study.

CHAPTER II

REVIEW OF THE LITERATURE

The dropout problem is not a new one, and the reasons for the problem are evident. During our nation's first years it was thought that if man himself was to take an active part in the governing process and if the nation itself was to endure and progress in sound ways that all men must have certain fundamental skills. The skills of reading, writing and arithmetic would be mandatory and supported by the public.

Over the years there have been numerous economic and social developments which have changed the scope of one's education. The idea of universal literacy was accepted; if the learning of the three fundamental skills was good for all, more learning then must be better.

Now the educational track one follows leads from elementary school to graduation from college. But as the pressure for more education increased so also did the student's dissatisfaction with this general education. Eventually this leads us to the present time where there is a group of students whose fundamental skills may make them functional in society but academic dropouts in the school system. Then again, there are students whose needs are not satisfied by the educational system. Many of these students also become dropouts at the high school and college levels.

Students are demanding an unknown called relevance in their course work while there are also external and internal pressures for educational accountability. Many schools are floundering as they try to be all things to all people. Dropping out of school is still generally seen as a failure of the individual and the school. (Huber:24-27)

In an effort to lower the rate of attrition, many colleges employ strict screening practices. Those students who are deemed most likely to be capable of doing a creditable academic job at a certain school are admitted. Those who are screened out before acceptance would be potential dropouts at that school. It is hoped that by screening students before acceptance that there will be a greater possibility of retention and consequently a lower rate of attrition.

It is interesting to note that even when there is careful screening of students, most schools find that there is still a high attrition rate as some students are unable to meet minimum academic standards and are asked to leave or voluntarily leave even if their academic work has been acceptable to superior. After the energy and hard work that went into the effort to retain students through screening, most schools then wonder how much of that time and energy has been wasted considering the fact that attrition rates remain generally the same as before. (Huber:19)

Tests of scholastic aptitude can predict student attrition in college; those who remain in college have been found to have higher scores than those who withdraw. These scholastic aptitude measures are able to predict only those who will withdraw or be asked to withdraw because of low grades however. (Bean and Covert:407)

Studies have shown that for public colleges and universities about 30% to 50% of an entering freshman class graduate. These studies also show that neither retention nor graduation increases results from strict admissions policies. The quantitative indices at the lower end of the scale are useful for placement purposes and the weeding out of

those with the very lowest scores before admission. However, for the mid and top ranges there seems to be little correlation between data gathered and the performance and retention of the student. (Huber:20-21)

In a national study of dropouts at two-year colleges and four-year colleges and universities it was reported that almost half of all students who enter four-year colleges and universities complete a baccalaureate degree within four years time. Also some students who have not graduated in that period of time are still enrolled at their first school and others have requested transcripts be sent to another institution. These all are indications that the attrition rates might be somewhat lower than reported in some studies. (Astin:49)

Dropout rates are somewhat higher at two-year colleges than at four-year colleges and universities mainly because of the poorer academic preparation and motivation of the students admitted. (Astin:49)

This national study also reported that a student's high school grades and scores on academic ability tests are the main predictors of persistence. Other predictors of persistence include receiving financial aid from one's parents, scholarships and personal savings, not being employed during the school year, being a man and a non-smoker, and having high aspirations. (Astin:50)

In contrast to the characteristics of persistors, the following conclusions have been reached about dropouts:

1. Little, if any, academic progress, poor attendance, family problems and lack of interest are typical of the dropout.

2. Employment is the main reason given for discontinuance.

3. Dropouts are usually more aggressive, resist authority and control and have a more difficult sexual adjustment than do persistors.

4. Dropouts tend to dislike abstract thought and to be illogical and irrational and to show greater maladjustment in general.

5. Students who drop out often have parents who did the same. (Hughes:1)

In very recent years attrition has tended to decrease for several external reasons. Disillusionment and an end to the Vietnam conflict and subsequent changes in the draft, the general state of the economy and difficulty many experience in obtaining jobs, more financial aid for some minorities and pressures from society have all had some effect on the rate of attrition. (Huber:21)

In addition to the above factors, the schools themselves have initiated changes that would encourage students to enroll as well as to remain in school. These internal factors include changes in systems of grading, curricula changes and less stringent admissions policies and lowered academic standards for retention. (Huber:21)

Both these external and internal factors are artificial changes which tend to obscure the dropout problem and give the impression that the attrition rate has changed when perhaps it is not a permanent one but only a short-term change. However, over the past three decades the trend has been for attrition rates to remain virtually the same no matter how much enrollments increase and no matter how the external and internal factors have changed during this time period. (Huber:21)

However, perhaps it is time to view the dropout problem from a different perspective. Those who voluntarily withdraw from school

may be taking a positive step in terms of their own individual development. In fact, for some, staying in school might represent a different kind of withdrawal--that of using the school environment to protect and shelter them form attacking and resolving certain problems of career choice, personal identity, life-style and others. (Wright:235)

Those students who leave college voluntarily do so because of inner conflicts and stress from both within and without the college. The university is not able and should not try to meet all students' needs. As long as the discontinuance of a student is a positive step toward resolving his own conflicts rather than an action against the school, the university should regard his plans as desirable. (Wright:246)

Another study shows a positive way of attacking the dropout problem. Twenty-three community colleges in northern California formed a consortium. The first problem they dealt with was one of experimenting to find a way to reduce the attrition rate which was approximately 52%. There was a wide range of experimental procedures tried in the different community colleges. One striking discovery was made. The schools already had the resources to help potential dropouts if the referrals and access to these resources was assured. The value of counseling services was the most consistent finding in the study. There are substantial numbers of potential dropouts in every college, but the resources, especially a responsive counseling environment, exists in varying degrees in every school. Thus, this study found that the attrition rate could be cut in half. (MacMillan and Kester:45-46)

As long as there seems to be a concern in most of the institutions of higher education relative to the mortality of college and university students, the dropout will continue to be considered a problem. Ways then must be sought to identify and help the potential dropout and channel him for retention or a reassessment of his needs as an individual and which of those needs the university is able and prepared to meet.

CHAPTER III

PRESENTATION OF DATA

An examination of the total mail returns will be made and then responses for each item on the questionnaire will be examined (See Appendix A) as well as an examination of additional comments (See Appendix C).

Mail returns. A total of 250 questionnaires were mailed. Of this total 33 were returned because they could not be delivered. This represented 13.2 per cent which is quite a large percentage. Of the returned questionnaires, 10 were deemed unusable except in the Appendixes because they contained only comments or letters. Of the remaining 207 questionnaires assumed to be delivered, 110 were returned for an overall response of 53 per cent. Data are presented and care has been taken not to overextend the data when conclusions have been drawn.

Comparisons. Data from "A Follow-up Study of Discontinuing Students at Grossmont College" are compared with data received from the I.U.S.B. Follow-up Questionnaire whenever possible. It should be noted that valid addresses were available for 100 of the 126 students who met the criteria for inclusion in the Grossmont College study. Of those 100 an overall return of 61 per cent was achieved. (Hughes:2)

Tables 1 through 5 present the total number and per cent of response from I.U.S.B. respondents for each of the beginning general questions.

TABLE 1. AGE RANGE OF I.U.S.B. RESPONDENTS

Age Range	Number	Per Cent
18-27	95	86.4
28-37	9	8.2
38-47	4	3.6
48 & above	2	1.8
Total	110	100.0

TABLE 2. MARITAL STATUS OF I.U.S.B. RESPONDENTS

Marital Status	Number	Per Cent
Single	72	65.5
Married, no children	15	13.6
Married & have children	18	16.4
Separated or divorced	5	4.5
Widowed (widower)	0	0
Total	110	100.0

TABLE 3. SEX OF I.U.S.B. RESPONDENTS

Sex	Number	Per Cent
Male	56	50.9
Female	54	49.1
Total	110	100.0

TABLE 4. HOURS WORKING PER WEEK OF I.U.S.B. RESPONDENTS

Hours Working Per Week	Number	Per Cent
None	30	27.3
1-5	3	2.7
6-15	10	9.1
16-25	23	20.9
26-40	44	40.0
Total	110	100.0

TABLE 5. TIME OF CLASS ATTENDANCE OF I.U.S.B. RESPONDENTS

Time of Class Attendance	Number	Per Cent
Day	44	40.0
Night	25	22.7
Combination day/night	41	37.3
Total	110	100.0

Services and facilities. There were several similarities in the findings between I.U.S.B. and Grossmont College. At both colleges the admissions office (See Table 6), business office (See Table 33) and the registar's office (See Table 34) all had satisfactory ratings.

Instructors at both colleges also were given satisfactory ratings. (See Tables 8, 14, 30)

Most rated the opportunity to take electives along with the required courses as being satisfactory at both schools.

The libraries' services as both schools received a favorable reaction from respondents (See Table 20) as did the study conditions in the library and elsewhere on both campuses (See Table 28).

The main area of dissatisfaction related to the broad area of vocational and educational guidance at both I.U.S.B. and Grossmont College. (See Tables 11, 12, 17, 31)

Both schools should have more recreational facilities on campus according to the respondents. (See Table 32.

Discontinuing students at I.U.S.B. also voiced dissatisfaction with the opportunities for informal social contacts with students (See Table 21), quality of counseling assistance on problems of educational and vocational choice (See Table 22), availability of courses and facilities in major fields (See Table 23), and availability of occupational information in choosing occupations (See Table 24).

TABLE 6. REACTION TO SERVICES OF ADMISSIONS OFFICE PRIOR TO ENROLLMENT FOR I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	5	5
Somewhat unsatisfactory	9	8
Fairly satisfactory	47	59
Very satisfactory	35	25
No Response	4	3
Total Per Cent	100	100

TABLE 7. REACTION TO SERVICES OF ORIENTATION PROGRAM AT START OF FRESHMAN YEAR FOR I.U.SB. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	6	11
Somewhat unsatisfactory	18	13
Fairly satisfactory	29	41
Very satisfactory	14	18
No response	32	17
Total Per Cent	100	100

TABLE 8. REACTION TO TEACHING ABILITIES OF INSTRUCTORS FOR I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	2	5
Somewhat unsatisfactory	20	5
Fairly satisfactory	39	33
Very satisfactory	35	57
No response	4	0
Total Per Cent	100	100

TABLE 9. REACTION TO SIZE OF CLASSES AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	3	7
Somewhat unsatisfactory	9	26
Fairly satisfactory	44	31
Very satisfactory	39	34
No response	5	2
Total Per Cent	100	100

TABLE 10. REACTION TO OPPORTUNITY TO TAKE ELECTIVE COURSES ALONG WITH REQUIRED COURSES AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	5	5
Somewhat unsatisfactory	12	8
Fairly satisfactory	39	31
Very satisfactory	32	49
No response	12	7
Total Per Cent	100	100

TABLE 11. REACTION TO ASSISTANCE FROM INSTRUCTORS ON HOW TO STUDY TECHNIQUE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	14	18
Somewhat unsatisfactory	35	33
Fairly satisfactory	29	31
Very satisfactory	5	10
No response	17	8
Total Per Cent	100	100

TABLE 12. REACTION TO ASSISTANCE FROM COUNSELORS ON HOW TO STUDY TECHNIQUES AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	27	11
Somewhat unsatisfactory	18	31
Fairly satisfactory	13	25
Very satisfactory	5	15
No response	27	18
Total Per Cent	100	100

TABLE 13. REACTION TO ASSISTANCE FROM COLLEGE OFFICIALS IN RECEIVING PART-TIME EMPLOYMENT AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	6	15
Somewhat unsatisfactory	10	10
Fairly satisfactory	6	13
Very satisfactory	5	15
No response	63	47
Total Per Cent	100	100

TABLE 14. REACTION TO OPPORTUNITY TO HAVE PRIVATE CONFERENCES WITH INSTRUCTORS ON ACADEMIC QUESTIONS STEMMING FROM COURSE WORK AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	5	7
Somewhat unsatisfactory	6	15
Fairly satisfactory	39	49
Very satisfactory	38	23
No response	12	6
Total Per Cent	100	100

TABLE 15. REACTION TO OPPORTUNITY TO HAVE PRIVATE CONFERENCE WITH INSTRUCTORS ON PERSONAL QUESTIONS STEMMING FROM COLLEGE LIFE IN GENERAL AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	6	5
Somewhat unsatisfactory	10	15
Fairly satisfactory	22	25
Very satisfactory	16	13
No response	46	42
Total Per Cent	100	100

TABLE 16. REACTION TO OPPORTUNITY FOR INFORMAL SOCIAL CONTACTS WITH FACULTY MEMBERS AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	9	18
Somewhat unsatisfactory	22	11
Fairly satisfactory	26	28
Very satisfactory	12	11
No response	31	32
Total Per Cent	100	100

TABLE 17. REACTION TO OPPORTUNITY FOR TESTING AND COUNSELING TO HELP DETERMINE EDUCATIONAL AND VOCATIONAL GOALS AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	20	16
Somewhat unsatisfactory	22	23
Fairly satisfactory	13	28
Very satisfactory	8	18
No response	27	15
Total Per Cent	100	100

TABLE 18. REACTION TO OPPORTUNITY TO PARTICIPATE IN ORGANIZED STUDENT ACTIVITIES OUTSIDE OF CLASS AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	7	11
Somewhat unsatisfactory	18	8
Fairly satisfactory	29	33
Very satisfactory	11	21
No response	35	27
Total Per Cent	100	100

TABLE 19. REACTION TO OPPORTUNITY TO SECURE ADEQUATE HOUSING AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	6	0
Somewhat unsatisfactory	4	2
Fairly satisfactory	8	3
Very satisfactory	3	5
No response	79	90
Total Per Cent	100	100

TABLE 20. REACTION TO SERVICES AND FACILITIES OF LIBRARY AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	1	5
Somewhat unsatisfactory	9	11
Fairly satisfactory	36	38
Very satisfactory	45	44
No response	9	2
Total Per Cent	100	100

TABLE 21. REACTION TO OPPORTUNITY FOR INFORMAL SOCIAL CONTACTS WITH STUDENTS AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	13	2
Somewhat unsatisfactory	21	10
Fairly satisfactory	35	36
Very satisfactory	20	39
No response	11	13
Total Per Cent	100	100

TABLE 22. REACTION TO QUALITY OF COUNSELING ASSISTANCE RECEIVED ON PROBLEMS OF EDUCATIONAL AND VOCATIONAL CHOICE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	19	10
Somewhat unsatisfactory	22	18
Fairly satisfactory	23	36
Very satisfactory	12	26
No response	24	10
Total Per Cent	100	100

TABLE 23. REACTION TO AVAILABILITY OF COURSES AND FACILITIES FOR TRAINING IN MAJOR FIELD AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	27	13
Somewhat unsatisfactory	17	20
Fairly satisfactory	35	31
Very satisfactory	14	28
No response	7	8
Total Per Cent	100	100

TABLE 24. REACTION TO AVAILABILITY OF OCCUPATIONAL INFORMATION FOR HELP IN CHOOSING AN OCCUPATION AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	18	8
Somewhat unsatisfactory	21	20
Fairly satisfactory	21	26
Very satisfactory	6	10
No response	34	36
Total Per Cent	100	100

TABLE 25. REACTION TO DEGREE OF EMPHASIS IN COLLEGE ON INTELLECTUAL AND CULTURAL PURSUITS OUTSIDE THE CLASSROOM AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	7	10
Somewhat unsatisfactory	29	26
Fairly satisfactory	32	43
Very satisfactory	7	10
No response	25	11
Total Per Cent	100	100

TABLE 26. REACTION TO OPPORTUNITY TO COMPETE FOR SCHOLARSHIP AID AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	10	3
Somewhat unsatisfactory	9	16
Fairly satisfactory	18	8
Very satisfactory	5	3
No response	58	70
Total Per Cent	100	100

TABLE 27. REACTION TO OPPORTUNITY TO SECURE LOANS FROM THE COLLEGE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	6	5
Somewhat unsatisfactory	11	3
Fairly satisfactory	12	7
Very satisfactory	9	7
No response	62	80
Total Per Cent	100	100

TABLE 28. REACTION TO STUDY CONDITIONS IN THE LIBRARY AND ELSEWHERE ON CAMPUS AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	5	10
Somewhat unsatisfactory	16	11
Fairly satisfactory	45	38
Very satisfactory	25	38
No response	9	3
Total Per Cent	100	100

TABLE 29. REACTION TO STUDY CONDITIONS IN MY ROOM FROM I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	5	5
Somewhat unsatisfactory	11	11
Fairly satisfactory	27	56
Very satisfactory	17	20
No response	40	8
Total Per Cent	100	100

TABLE 30. REACTION TO ABILITY OF INSTRUCTORS TO SET FORTH CLEAR CUT AND INTERESTING COURSE OBJECTIVES AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	2	7
Somewhat unsatisfactory	21	20
Fairly satisfactory	53	46
Very satisfactory	15	26
No response	9	1
Total Per Cent	100	100

TABLE 31. REACTION TO DEGREE OF EMPHASIS IN COLLEGE ON VOCATIONAL GUIDANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	13	11
Somewhat unsatisfactory	31	26
Fairly satisfactory	20	33
Very satisfactory	5	7
No response	31	23
Total Per Cent	100	100

TABLE 32. REACTION TO RECREATIONAL FACILITIES ON CAMPUS AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	43	18
Somewhat unsatisfactory	21	21
Fairly satisfactory	13	23
Very satisfactory	2	15
No response	21	23
Total Per Cent	100	100

TABLE 33. REACTION TO SERVICES OF THE BUSINESS OFFICE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	4	5
Somewhat unsatisfactory	11	13
Fairly satisfactory	47	39
Very satisfactory	16	18
No response	22	25
Total Per Cent	100	100

TABLE 34. REACTION TO THE SERVICES OF THE REGISTRARS OFFICE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Very unsatisfactory	3	3
Somewhat unsatisfactory	14	10
Fairly satisfactory	46	48
Very satisfactory	20	23
No response	17	16
Total Per Cent	100	100

Question 30. This question was an open form type question concerning other services and facilities at I.U.S.B. that the respondent wished to express his opinion on. The comments did not reveal any significant trends, but a wide variety of opinions (See Appendix B).

Question 1, reverse side. This question regarding the respondents class standing was included for purposes of validity. Each students' class standing was taken from a computer list provided by the registrar. Considering the fact that there might have been some errors on that list and that a few students felt that they had never discontinued attendance at I.U.S.B. or had since returned and might have misinterpreted the question and the few who might consider themselves graduates after completing the dental hygiene program as indicated on some comments on questionnaires, the results would indicate quite honest replies. The exact numbers are reported in Table 35.

TABLE 35. CLASS STANDING WHEN LAST ATTENDED I.U.S.B., REPORTED BY NUMBER ON COMPUTER LIST AND NUMBER OF RESPONDENTS

CLASS STANDING	List number	Respondent number
Freshman	0	3
Sophomore	60	50
Junior	50	48
Senior	0	6
Graduate	0	3
Total Number	110	110

Reasons for transfer to another college. The following reasons received frequent responses from students who transferred from I.U.S.B.: a move to another city or state, to experience college life away from home, lack of courses needed in major or minor field of study. (See Appendix B)

Other colleges attended since I.U.S.B. and Grossmont College. It would appear from the statistics in Table 36 that a slightly higher percentage of the discontinuing students from I.U.S.B. have subsequently enrolled in another college.

TABLE 36. OTHER COLLEGES ATTENDED SINCE I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

INSTITUTION	College Per Cent	No School Since Per Cent	Total Per Cent
I.U.S.B.	51	49	100
Grossmont College	44	56	100

Question 5, reverse side. This question surveyed the intentions of those students who discontinued attendance regarding plans for attending college at a future date. This question divided their intentions into two categories: "Then," which referred to the student's intention at the time of discontinuance and "Now," which referred to the student's feelings at the present time. I think it is significant to note that quite a large percentage of them do plan to continue college in the future. The complete statistics are presented in Table 37. One might also note that the statistics regarding those planning to continue college at some future date are quite similar for I.U.S.B. and Grossmont College in the "Now" column.

TABLE 37. INTENTIONS AT THE TIME OF DISCONTINUANCE FOR STUDENTS FROM I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

INTENTIONS	I.U.S.B. Then Per Cent	G.C. Then Per Cent	I.U.S.B. Now Per Cent	G.C. Now Per Cent
No plans to attend college again	15	9	4	9
Plans to resume college later	50	65	61	65
Undecided regarding future plans to attend college	15	26	26	26
No response	20	0	9	0
Total Per Cent	100	100	100	100

Reasons for discontinuing college. Tables 38 through 57 show the degree or level of importance the discontinuing students gave to each of the suggested responses. Both I.U.S.B. and Grossmont College students indicated that financial need and employment were important in their decision to discontinue. Fewer I.U.S.B. students listed academic difficulty or marriage as reasons for discontinuance than did Grossmont College respondents. However, I.U.S.B. discontinuing students listed lacking of interest in their studies as having importance in their decision to discontinue. Although the remaining reasons had considerable importance to the students involved, none received as many responses as those previously mentioned.

TABLE 38. ILLNESS OR PHYSICAL DISABILITY (SELF) AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	4	0
Of moderate importance	3	0
Of great importance	5	3
Sub Total	12	3
Of no importance, or does not apply	88	97
Total Per Cent	100	100

TABLE 39. ILLNESS OR PHYSICAL DISABILITY (FAMILY) AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	5	0
Of moderate importance	5	3
Of great importance	2	2
Sub Total	12	5
Of no importance, or does not apply	88	95
Total Per Cent	100	100

TABLE 40. FINANCIAL (SELF) AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	6	3
Of moderate importance	12	8
Of great importance	12	8
Sub Total	30	19
Of no importance or does not apply	70	81
Total Per Cent	100	100

TABLE 41. FINANCIAL (FAMILY) AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	4	2
Of moderate importance	7	2
Of great importance	7	7
Sub Total	18	11
Of no importance or does not apply	82	89
Total Per Cent	100	100

TABLE 42. DIFFICULTY OF COLLEGE WORK AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	7	21
Of moderate importance	3	5
Of great importance	3	3
Sub Total	13	29
Of no importance or does not apply	87	71
Total Per Cent	100	100

TABLE 43. NEEDED AT HOME AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	5	8
Of moderate importance	5	8
Of great importance	6	5
Sub Total	16	21
Of no importance or does not apply	84	79
Total Per Cent	100	100

TABLE 44. MARITAL DIFFICULTIES AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	4	13
Of moderate importance	1	0
Of great importance	3	3
Sub Total	8	16
Of no importance or does not apply	92	84
Total Per Cent	100	100

TABLE 45. FULL-TIME JOB AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	4	7
Of moderate importance	5	3
Of great importance	20	18
Sub Total	29	28
Of no importance or does not apply	71	72
Total Per Cent	100	100

TABLE 46. BEING LONESOME AND UNHAPPY AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	2	7
Of moderate importance	3	0
Of great importance	5	5
Sub Total	10	12
Of no importance or does not apply	90	88
Total Per Cent	100	100

TABLE 47. MARRIAGE PLANS AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	3	7
Of moderate importance	2	7
Of great importance	8	21
Sub Total	13	35
Of no importance or does not apply	87	65
Total Per Cent	100	100

TABLE 48. COMMUTING TIME AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	2	3
Of moderate importance	5	3
Of great importance	4	2
Sub Total	11	8
Of no importance or does not apply	89	92
Total Per Cent	100	100

TABLE 49. DISCOURAGEMENT BECAUSE OF LOW GRADES AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	6	5
Of moderate importance	4	2
Of great importance	4	20
Sub Total	14	27
Of no importance or does not apply	86	73
Total Per Cent	100	100

TABLE 50. MILITARY SERVICE* AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	2	6
Of moderate importance	1	7
Of great importance	5	18
Sub Total	8	31
Of no importance or does not apply	92	69
Total Per Cent	100	100

TABLE 51. LACKING INTEREST IN STUDIES AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	4	2
Of moderate importance	10	8
Of great importance	12	10
Sub Total	26	20
Of no importance or does not apply	74	80
Total Per Cent	100	100

*The Grossmont College percentages are combinations of the enlisted and drafted statements on their questionnaire so the percentages are somewhat higher, but do not take on added importance.

TABLE 52. DISMISSAL FOR ACADEMIC FAILURE AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	3	0
Of moderate importance	0	2
Of great importance	5	16
Sub Total	8	18
Of no importance or does not apply	92	82
Total Per Cent	100	100

TABLE 53. PROBATION FOR ACADEMIC REASONS AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	5	11
Of moderate importance	1	5
Of great importance	5	7
Sub Total	11	23
Of no importance or does not apply	89	77
Total Per Cent	100	100

TABLE 54. PROBATION FOR REASONS OTHER THAN ACADEMIC AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	5	2
Of moderate importance	0	2
Of great importance	0	5
Sub Total	5	9
Of no importance or does not apply	95	91
Total Per Cent	100	100

TABLE 55. DISMISSAL FOR REASONS OTHER THAN ACADEMIC AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	4	5
Of moderate importance	0	0
Of great importance	2	7
Sub Total	6	12
Of no importance or does not apply	94	88
Total Per Cent	100	100

TABLE 56. SUSPENDED FOR DISCIPLINARY REASONS AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	3	2
Of moderate importance	0	0
Of great importance	2	2
Sub Total	5	4
Of no importance or does not apply	95	96
Total Per Cent	100	100

TABBE 57. HOUSING SITUATION AS A REASON FOR DISCONTINUANCE AT I.U.S.B. AND GROSSMONT COLLEGE, REPORTED BY PER CENT OF RESPONDENTS

RATING	I.U.S.B. Per Cent	Grossmont College Per Cent
Of slight importance	3	3
Of moderate importance	5	3
Of great importance	3	0
Sub Total	11	6
Of no importance or does not apply	89	94
Total Per Cent	100	100

Question 61. Other reasons given in this open type form question for discontinuance of attendance at I.U.S.B. can be found by perusing the comments in Appendix B. Most of the comments seemed to emphasize the reasons the respondents had already indicated and there did not seem to be a trend or comment that represents a large percentage of respondents.

Additional comments. This question was offered for the purpose of catharsis as well as to elicit responses not otherwise covered in the questionnaire. Many comments reflect the respondents good feelings about the experiences at I.U.S.B. Several comments were also received on other courses or programs the students would like to see offered at I.U.S.B. The rest of the comments seemed to reflect just an individual experience and no real trends were seen. (See Appendix C)

CHAPTER IV

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter is presented in three parts. The first part is concerned with the problem of the study, summarized important positions in the related literature, and outlines the specific procedures which were followed. The second part of this chapter lists the findings of this investigation. The third and final part of this chapter states certain limited conclusions drawn from the findings and offers some recommendations for further study.

SUMMARY

The problem. The problem of this study was to determine the reasons that students who were classified as sophomores or juniors in the Spring 1972 semester failed to return to I.U.S.B. for the Fall 1973 semester.

Related literature. A review of the related literature revealed that the problem of discontinuing students is not a new one. Colleges have tried to control this rate of attrition by strict screening practices, but have only been effective in predicting those withdrawals which are for academic reasons. Research also reveals that since many of the students who discontinue college often find their way back to some institution that attrition rates may not be as high as reported in some studies.

In very recent years attrition has tended to decrease for several external and internal reasons; however, since the trend has been for attrition rates to remain virtually the same over the past three decades,

these external and internal changes perhaps are just obscuring the problem enough to give the appearance that the attrition rate has changed. In reality it may be only a short-term rather than a permanent change.

Research also reports that the resources to cut the attrition rate by as much as half are already in the colleges. A responsive counseling environment is reported to be the most effective means to attack the problem of discontinuance if referrals and access to these resources is assured.

Each university cannot meet nor try to meet every need of its students. As long as the discontinuance of a student is a positive step toward resolving the student's conflicts rather than an action against the school, the university should regard his plans as desirable. The university should identify and help the potential dropout and assess his needs according to those the university is prepared to meet.

Methodology. A normative survey was conducted using an instrument adapted from one used by Grossmont College. All data which could be compared from the Grossmont College responses was compared with that received from I.U.S.B. respondents.

Replies were analyzed using a per cent of response and a number of respondents in one case.

FINDINGS

The following findings, as indicated by the results of the statistical analyses, were reported:

1. A total of 53 per cent of the questionnaires were returned. Because of this per cent of responses, limited generalizations were drawn.

2. For the most part the data revealed statistics quite similar to those received at Grossmont College with few exceptions.

3. For the most part the services and facilities were rated as being quite satisfactory at both colleges. Services and facilities included the following receiving satisfactory ratings: admissions office, business office, registrar's office, instructors, opportunity to take electives, library services, study conditions.

4. Two main areas of dissatisfaction emerged at both colleges. Vocational and educational guidance and recreational facilities on campus received low ratings.

5. Discontinuing students at I.U.S.B. also voiced dissatisfaction with the following facilities and services: opportunities for informal social contacts with students, quality of counseling assistance on problems of educational and vocational choice, availability of courses and facilities in major fields of study, and availability of occupational information in choosing occupations.

6. A large percentage of discontinuing students at both schools plan to resume college work later.

7. Both I.U.S.B. and Grossmont College students indicated that financial need and employment were important in their decision to discontinue.

8. Fewer I.U.S.B. students listed academic difficulty or marriage as reasons for discontinuance than did Grossmont College respondents.

9. A lack of interest in their studies was given as a reason for discontinuance by a large per cent of I.U.S.B. discontinuing students.

10. The remaining listed reasons for discontinuance showed no significant trends.

12. 51 per cent of I.U.S.B. discontinuing students and 44 per cent of those from Grossmont College transferred to other colleges; another 61 per cent from I.U.S.B. and 65 per cent from Grossmont plan to resume college work later.

13. By perusing the comments, one finds that the major fields of study that I.U.S.B. respondents indicated either a dissatisfaction with or an interes in are the following: nursing, speech pathology, dietetics, engineering, physics, library science, computer programming, wider course offerings in art, B.S. degree in dental hygiene, and the allied health field.

CONCLUSIONS

Because of a 53 per cent response the following limited conclusions were drawn from the reported findings:

1. I.U.S.B. and Grossmont College discontinuing students voiced many similar reactions. It appears that the contention that these schools are quite similar and would get similar results from the questionnaire responses has been borne out with very few exceptions.

2. Over all responses to the services and facilities at I.U.S.B. were quite favorable. However, the exceptions to the general satisfaction should be considered. It would appear that there is a real need for vocational and educational guidance and counseling expressed by the respondents as well as a need for greater recreational facilities on campus. Certain major fields of study were found lacking also.

3. It would appear that many of the discontinuing students from I.U.S.B. do not need to be of excessive concern. 51 per cent have transferred to other institutions and another 61 per cent of those who have not transferred plan to resume college work later. The attrition rate is perhaps not as high as some statistics would indicate..

Recommendations for further study. Since research studies have reported the importance of a responsive, accessible counseling environment in combating attrition, and since the need for more vocational and educational guidance and counseling is indicated by the respondents in this study, further study should be given to ways to improve the knowledge about and accessibility to the counseling services already available at I.U.S.B. The specific areas of vocational and educational guidance needed or wanted should be investigated further to determine the feasibility of such programs for I.U.S.B. Also, the major fields of study that discontinuing students have expressed interest in or dissatisfaction with, indicate that further study might reveal whether these should be of consideration when planning future programs for I.U.S.B.

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APPENDIXES

APPENDIX A

Covering Letters and Questionnaire

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

VISION OF EDUCATION

May 29, 1974

TEL. NO. 219 282-2141

Dear Student:

I am currently conducting research dealing with former students reasons for not returning to Indiana University at South Bend. You have been selected as one of a limited number of persons to participate in this study.

Please complete and return the enclosed questionnaire in the self-addressed stamped envelope. If you would like a summary of the results of this study please address the enclosed mailing label to yourself and include it with your completed questionnaire.

Thank you for your help.

Sincerely,

Patricia Haas

(Mrs.) Patricia Haas
Graduate Student

Approved:

Beulah Schwanke

(Mrs.) Beulah P. Schwanke
Registrar

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

IVISION OF EDUCATION

TEL. NO. 219 282-2511

64

May 29, 1974

Dear Student:

I am currently conducting research dealing with former students reasons for not returning to Indiana University at South Bend. You have been selected as one of a limited number of persons to participate in this study.

Please complete and return the enclosed questionnaire in the self-addressed stamped envelope. If you would like a summary of the results of this study please address the enclosed mailing label to yourself and include it with your completed questionnaire.

Thank you for your help.

Sincerely,

Patricia Haas

(Mrs.) Patricia Haas
Graduate Student

Approved:

Beulah Schwanke
(Mrs.) Beulah P. Schwanke
Registrar

6/19/74

We have not as yet received your response. Your ideas are valuable to our study. Please return your completed questionnaire — thanks.

P. Haas

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I. U. S. B. Follow-up Questionnaire

No.: _____
For office use only

Please check the appropriate answer to each of the following general questions according to what your answer WOULD HAVE BEEN AT THE TIME YOU WERE A STUDENT AT I. U. S. B.

1. Age:
___ 18-27
___ 28-37
___ 38-47
___ 48 & above

2. Marital Status:
___ single
___ married, no children
___ married & have children
___ separated or divorced
___ widowed (widower)

3. Sex:
___ Male
___ Female

4. Hours Working per Week:
___ none
___ 1 - 5
___ 6 - 15
___ 16 - 25
___ 26 - 40

5. Time of Class Attendance:
___ day
___ night
___ combination day/night

The statements in this section refer to certain of the facilities and services at IUSB. An attempt is being made in this study to get realistic appraisals by college students themselves of their experiences while in college. If you transferred from IUSB to another college, record your reactions to IUSB only.

Use the following code to show the degree or level of satisfaction you experienced in connection with each facility or service described: CIRCLE best answer

Very unsatisfactory 1
Somewhat unsatisfactory . . . 2
Fairly satisfactory 3
Very satisfactory 4
Does not apply to me, or no opinion . . . Blank

1. Services of the admissions office prior to enrollment	1	2	3	4	(1)
2. Orientation program at the start of my freshman year	1	2	3	4	(2)
3. Teaching abilities of my instructors	1	2	3	4	(3)
4. Size of my classes	1	2	3	4	(4)
5. Opportunity to take elective courses along with required courses	1	2	3	4	(5)

6. Assistance from instructors on "how to study" techniques	1	2	3	4	(6)
7. Assistance from counselors on "how to study" techniques	1	2	3	4	(7)
8. Assistance from college officals in receiving part-time employment	1	2	3	4	(8)
9. Opportunity to have private conferences with instructors on academic questions stemming from course work	1	2	3	4	(9)
10. Opportunity to have private conferences with instructors on personal questions stemming from college life in general	1	2	3	4	(10)
11. Opportunity for informal social contacts with instructors	1	2	3	4	(11)
12. Opportunity for testing and counseling to help determine educational and vocational goals	1	2	3	4	(12)
13. Opportunity to participate in organized student activities outside of the classroom	1	2	3	4	(13)
14. Opportunity to secure adequate housing	1	2	3	4	(14)
15. Services and facilities of library	1	2	3	4	(15)
16. Opportunity for informal social contacts with students	1	2	3	4	(16)
17. Quality of counseling assistance received on problems of educational and vocational choice	1	2	3	4	(17)
18. Availability of courses and facilities for training in my major field	1	2	3	4	(18)
19. Availability of occupational information for help in choosing an occupation	1	2	3	4	(19)
20. Degree of emphasis in college on intellectual and cultural pursuits outside the classroom	1	2	3	4	(20)
21. Opportunity to compete for scholarship aid	1	2	3	4	(21)
22. Opportunity to secure loans from the college	1	2	3	4	(22)
23. Study conditions in the library and elsewhere on campus	1	2	3	4	(23)
24. Study conditions in my room	1	2	3	4	(24)
25. Ability of instructors to set forth clear-cut and interesting course objectives	1	2	3	4	(25)
26. Degree of emphasis in college on vocational guidance	1	2	3	4	(26)
27. Recreational facilities on campus	1	2	3	4	(27)
28. Services of the business office	1	2	3	4	(28)
29. Services of the registrar's office	1	2	3	4	(29)

30. Other (please specify) _____ 1 2 3 4 (30)

_____

Please turn page.

1. What was your class standing when you last attended IUSB?
   ___ Freshman ___ Sophomore ___ Junior ___ Senior ___ Graduate

2. If you enrolled in another college or technical school following your discontinuance of attendance at IUSB please check here: ☐

3. Please give us the name and location of colleges or technical schools you have attended or are now attending, since leaving IUSB:

   _____

   _____

4. Why did you transfer from IUSB? _____

   _____

5. If you have not re-enrolled in another college since discontinuing your work at IUSB, please check the statement below that best represents your intention at the time of discontinuance in the THEN column. In the NOW column check the statement that best represents your intentions now.

	THEN	NOW
(a) No plans to attend college again	____	____
(b) Plan to resume college work later	____	____
(c) Undecided regarding future plans to attend college	____	____

Regardless of how you checked No. 5 above, please indicate the relative importance of each of the listed reasons for discontinuing college attendance. Use the following code.

DEGREE OR LEVEL OF IMPORTANCE — CIRCLE best answer

Of SLIGHT importance 1
Of MODERATE importance 2
Of GREAT importance 3
Of no importance, or does not apply-Blank

41. Illness or physical disability (self)	1	2	3	(41)
42. Illness or physical disability (family)	1	2	3	(42)
43. Financial (self)	1	2	3	(43)
44. Financial (family)	1	2	3	(44)
45. I found college work too difficult	1	2	3	(45)
46. I was needed at home	1	2	3	(46)
47. I had marital difficulties	1	2	3	(47)
48. I took a full-time job	1	2	3	(48)
49. I was lonesome and unhappy	1	2	3	(49)
50. I planned to be married soon	1	2	3	(50)
51. Commuting took too long	1	2	3	(51)
52. I was discouraged by low grades	1	2	3	(52)
53. I entered military service	1	2	3	(53)
54. I lacked interest in my studies	1	2	3	(54)
55. Dismissal for academic failure	1	2	3	(55)
56. Placed on probation for academic reasons	1	2	3	(56)
57. Placed on probation for reasons other than academic	1	2	3	(57)
58. Dismissal for reasons other than academic	1	2	3	(58)
59. Suspended for disciplinary reasons	1	2	3	(59)
60. My housing situation caused trouble	1	2	3	(60)
61. Other (please specify) _____	1	2	3	(61)

_____

Please use this space for any additional comments or remarks you care to make concerning your college experience at IUSB and your subsequent discontinuance.

_____

_____

_____

_____ (Use additional sheets if necessary)

Please return to:

Mrs. Beulah P. Schwanke, Registrar
Indiana University at South Bend
1825 Northside Boulevard
South Bend, Indiana 46615

APPENDIX B

Comments from Open Form Questions

APPENDIX B

SUMMARY OF COMMENTS FROM OPEN FORM QUESTIONS CLASSIFIED BY QUESTION

Question 30, "Other (please specify)"*

"There are not enough classes offered for students who must take evening courses." (3145)

"I only was enrolled one semester and took only 3 credit hours." (2143)

"In addition to No. 25 I would like to add that I did find one instructor to fill the role as teacher way above the "very satisfactory" mark." (2286)

"Class schedules of days and times." (2193)

"Amongst J. Parker, R. Hamburg and F. Bonn--(Pol. Sci.) you've got the best people I've ever been taught by." (2026)

"I.U.S.B. should promote more fraternities and sororities because they make up most of the campus activities and clubs and Student Government. The school newspaper shouldn't be so negative toward the Greeks." (2091)

"How bout my $40/hr. out of state tuition fee being changed to resident." (3178)

"In the counseling ofc. I felt to rushed to be given assistance." (2013)

"The quality and guidance of the Fine Arts Dept. (occupational goals)" (3054)

"Would like to re-emphasize the quality of library and more particularly, the quality and service of the staff--one of the finest components of IUSB." (3123)

"Office of financial Aids" (3079)

Question 3, reverse side, "Please give us the name and location of colleges or technical schools you have attended or are now attending, since leaving IUSB:"

Indiana University, Bloomington 24

I.U.P.U. Ft. Wayne 1

Ball State University 6

*Question 30 refers to the facilities and services at I.U.S.B.

Indiana State University 1

Purdue University 4

University of Nebraska, Omaha 1

Parkland Jr. College 1

University of Illinois, Urbana 1

Indiana Vocational Technical College 2

Aquinas College 1

I.U.P.U.I. Medical Center 2

Anderson College 1

Michiana College of Commerce 1

Indiana University Northwest 2

Chaffey College 1

Cal Poly, Pomona 1

Butler University 1

Southwestern Michigan University 1

University of South Florida 1

St. Mary's College 1

Western Michigan University 1

Winona School of Professional Photography 1

St. Jerome's College 1

University of Wyoming 1

Lexington Technical Institute 1

University of Kentucky 1*

*Four students have attended two colleges since discontinuing attendance at I.U.S.B. and nine others say they are still at I.U.S.B. There was also one unintelligible college listed.

Question 4, reverse side, "Why did you transfer from IUSB?"

"Did not transfer from IUSB. Will be back Fall '74. (3178)

"That should be obvious. I was an out-of-state transfer looking for a top flight education." (2026)

"Better selection of classes; Began to rent a house in Bloomington--knew more people." (2193)

"No classes available to apply towards a B.S. degree in nrsg." (2143)

"I was drop from COP. I failure 2 subjects twice." (3138)

"I wanted the experience of attending a larger university." (2055)

"No degree available on S.B. campus in my area." (3114)

"Bloomington offered a wider variety of business course offerings." (3076)

"My husband was accepted to grad school at U. of Ky." (3112)

"Was attempting to return to Britain in hopes of transferring there." (3150)

"Didn't carry my major." (2163)

"I am majoring in Speech Pathology, the curriculum for which is not offered at IUSB." (3151)

"To complete my major, which is not offered at I.U.S.B." (2257)

"IUSB did not provide any courses in the field of Dietetics." (2153)

"To experience college life away from my home town." (3144)

"In order to take up electrical engineering at Purdue." (2120)

"Husband transferred in job." (2100)

"Moved to acquire school with my major and to area closer to hometown." (2006)

"I attended I.U. Bloomington my senior year but still received my degree from I.U.S.B." (3181)

"Lack of a B.S. program in Physics." (3084)

"Most importantly, I wished to live away from home and go to school. I was also displeased with the lack of social activities

at IUSB. Lastly, I did not find the students at IUSB to be as academically motivated or competitive as I like." (2223)

"Major courses not offered, couldn't get needed classes at all." (2216)

"To attend P.T. School at Indianapolis." (3168)

"My husband was transferred to Winston Salem, N.C." (2131)

"I didn't feel prospective employers regarded IUSB's academics as highly as I.U. Bloomington's. This perception was likewise held in relation to prospective graduate schools." (2207)

"Because I wanted to return to Anderson College (after my boyfriend and I broke up)." (3095)

"I could not minor in Library Science as an undergraduate, also to get away from home for awhile." (2053)

"Wanted to get away from home for awhile, to see the big campus, to pick up courses more suited to my career plans, to take advantage of better job placement services." (3139)

"I changed my major to computer programming, and IUSB doesn't offer it." (3038)

"Commuting from New Carlisle in bad weather was difficult and very little was offered in my major--Graphic Art and Photography." (2063)

"Would rather graduate from IU than IUSB, also, superior living conditions." (3018)

"It got me out of South Bend." (2073)

"To go to Medical School." (3106)

"I was transferred from South Bend to Gary by my company." (2097)

"Bloomington has more course offerings in Biology and medical schools seem to believe one gets better prepared in pre-med in Bloomington." (2003)

"Convenience of living on campus." (2205)

"My major area, Speech and Hearing, did not offer courses or prerequisites past the 200 level courses." (2165)

"Moved out of the state of Indiana to Calif. which is my home state." (2058)

"Did not offer my major." (3007)

"Job opportunity for my wife and myself." (3044)

"Wanted the experience of living in a major college community (people, recreation, services)." (3062)

"Marriage and change of major." (2181)

"For better class selection for more educational and recreational facilities and for better chance at Grad. school." (3028)

"Moved to Tampa." (2289)

"I only attend IUSB to pick up special courses in management to help me advance and learn. I don't wish a degree and only want another 6-12 hours at this time. There is no rush to complete these so I may omit a semester from time to time. Looking from my point of view, I haven't ever stopped attending." (2050)

"3 reasons: 1. I could not get my teaching certificate at IUSB. 2. St. Mary's offered me a scholarship. 3. I would get a stronger art degree at St. Mary's which would make it easier to get into graduate school." (2112)

"For the experience of campus life." (2140)

"I am an art major. All IUSB has to offer is drawing, painting, and sculpture. I am specifically majoring in silver smithing and am more interested in the crafts--weaving, jewelry, pottery.)" (2036)

"Lack of courses available (at that time) in Special Ed. (2198)

"To obtain my Assoc. degree in Medical Technology through St. Anthony Hospital and Indiana University in Gary." (2134)

"Did not offer Radio and TV courses." (2101)

"No more courses offered in my major." (3046)

"Was only for a week." (3043)

"Moved." (2123)

"Curriculum." (3023)

"Major in Speech Pathology and Audiology was not offered." (2230)

"Changing job husband." (3102)

"Lack of subjects available at night course in my field (Fine Art)." (2196)

"To get back to where my friends were!" (2076)

"Did not offer Commercial Art Degree (unqualified to teach com. art)." (3054)

"Planning to reenroll in IU Bloomington this summer or fall." (3123)

"Higher academic standards." (3132)

"Lack of courses offered in Computer Science." (3079)

"I did not transfer from IUSB--I still attend classes." (3092)

Question 61, "Other (please specify)"*

"I was having emotional problems and decided to discontinue for a time." (2013)

"Bored with school--going nowhere." (2281)

"My wife became pregnant and I was in a job that I felt a college degree was not important." (2248)

"The few teachers I had who really taught me well were denied tenure and left. This greatly discouraged me." (2201)

"I became disillusioned with the opportunities college seemed to offer." (3015)

"Felt I had to do something besides go to school for a year." (2034)

"Actually transfer from a ME degree would prefer degree in engineering, however IUSB does not have this. Lost (not applicable) several hrs. in transfer to business." (2086)

"Pregnancy discontinued my college career temporarily." (2277)

"Lack of study techniques." (3117)

"I was somewhat exhausted physically and mentally." (3165)

"I had not decided on a major for continuing my education." (2171)

"Became a mother." (2167)

"Was not accepted at Indianapolis in chosen field of study. IUSB does not have studies to complete Occupational Therapy degree." (2088)

*Question 61 refers to other reasons than those listed for discontinuing attendance at IUSB.

"Being married, I just couldn't afford it at the time." (3087)

"Undecided on major." (2039)

"Could not get financial help." (2028)

"Just a leave of absence. I plan to return to IUSB in 1 year." (3124)

"I left because IUSB did not have a Bachelor's Degree in my field. (3118)

"IUSB does not offer my major interest of study." (2286)

"Getting married--plan to go part time in the fall semester." (2091)

"Merely stayed out of the summer sessions--too few of a selection for me." (3178)

"Don't you think that a student would choose Bloomington over IUSB? I did." (2026)

"The only reason I left IUSB is as stated above in #4." (3112)

"Got a divorce after a trip to Europe--wished to return to Britain." (3150)

"I discontinued at IUSB when I broke up with my boyfriend." (3095)

"From talking to professors, students, and graduates, I found the employment opportunities with a bachelor's degree in the social and behavioral sciences to be extremely limited." (3038)

"I never discontinued college attendance." (3106)

"Moved out of state." (2058)

"Moved." (2123)

"Somewhat disillusioned by quality of courses, etc. offered." (3123)

APPENDIX C

Additional Comments

APPENDIX C

SUMMARY OF ADDITIONAL COMMENTS CONCERNING COLLEGE EXPERIENCE AT IUSB AND SUBSEQUENT DISCONTINUANCE

"I feel one has to be fairly selective about the profs one chooses at the 'lower levels' of undergrad work (100-200 courses). Often it seems that many 1-&200 level courses contain a great deal of 'filler' material, on the intellectual par of high school. While I have known a number of high-quality instructors on a social basis, they generally taught 300& 400 level courses. This can be quite discouraging to a freshman or sophomore student." (3123)

"I enjoyed my attendance at IUSB very much. I learned a lot and will never forget the experience." (2058)

"I just graduated from IUSB May 1974 in Biology on a combined B.A.--M.D. program and never stopped going to college." (3106)

"I thoroughly enjoyed all of my classes and experiences at IUSB. It broadened my outlook on many subjects, and I never have regretted the time I spent there. IUSB has very poor occupational info. and guidance. I have found people with degrees from IUSB (in Soc. and Psy.) working in insurance offices and attending the College of Commerce to get enough 'marketable skills' to obtain a job." (3038)

"I attended Anderson College until second semester junior year; I came home to IUSB because I wanted to be near my boyfriend. I attended one semester only at IUSB. I then transferred back to Anderson and have finished this spring with an A.B. in English and a minor in Speech." (3095)

"I have a hell of alot of trouble getting IUSB to send my transcripts where they're supposed to go. IUSB has some top-rate people--Dr. Garber (Chem.), C. Tully (History)." (3112)

"You've got a good thing going there for the type of student you attract. I found myself out of step with the vocationally oriented narrow minded and cultural atmosphere of South Bend. But thanks to Roger Hamburg I got to Bloomington." (2026)

"After being out of school for a year, I feel I can improve my academic record and put more interest into my studies." (2091)

"I attended IUSB not to secure a degree, but for my own personal growth. I took a variety of liberal arts courses which I found to be quite mediocre, but I also believe that a college education plays only a small part in an individual's growth and the learning process, because aquiring knowledge lies in the individual's desire to learn and an educational institution cannot supply us with this. It can only supply us with people a little or alot more expertise than ourselves." (2286)

"I was surprised at the amount of instructors that 'there only job was to teach' attitude. They seemed very unfriendly." (2028)

"I'm very pleased with the progress that IUSB is making, especially in the programs it now offers, and its determination to become one of the best university extensions. In general I am satisfied with the quality of the instructors, but there are some that I feel don't have much concern for the students." (3087)

"I enjoyed my experiences at IUSB and plan to continue my education there in the future. My discontinuance was strictly personal." (2167)

"The reason for discontinuing my education was that after two years, I had not decided on a major and began to lose interest. When I do make a decision on a major I plan to continue my college education." (2171)

"When I was attending IUSB my youngest daughter kept my ten year old son. My daughter graduated from John Adams in 1973. She will be a sophomore in college this fall. It is of great importance to me, that my daughter has the opportunity to gain the necessary knowledge to take her place in this fast changing social society. As my ten year old son has been babysitted out ever since he was five months old, I felt that my son needed more of my love and attention. To me it was somewhat difficult to work, study and be head of a household. My son is the youngest of four children." (3165)

"IUSB is provided with knowledgable professors. They were helpful and interesting. I enjoyed attending the campus." (2277)

"Also am require to travel on job. Gone sometimes for a wk. Would eventually like to get a degree--to have one--but at present not necessary to maintain and advance in present position. (2086)

"I feel I have matured a great deal in the time I have been away from college. It was good for me to get out in the working world for a time. Now I am more sure than I was that it is worthwhile for me to finish college." (2034)

"I believe one main factor in my disillusionment with college was the longstanding belief that there must be certain requirements for every student. I do not feel that many of the requirements actually are as important in building a 'well-rounded' individual as college officials seem to believe. For instance, I found much fault with the idea of having to take a foreign language, without regard to whether or not it would fit into the students future plans. Especially the idea of giving no credit (a very expensive idea) to a student if he had to take the first year level of a language course. One point in which I found great

favor was in the quality of my professors. I was a history major and thus, came into contact with some very fine instructors. The history department had, I felt, a few instructors that belonged at the high school level. However, these were more than made up for in two particularly outstanding professors, Dr. Furlong and Assistant Professor Lamon. Those two professors were outstanding in their knowledge of the particular subject and the ability to get the student to develop ideas of his own in relation to a certain historical viewpoint." (3015)

"I am interested in Conservation or Forestry. IUSB does not offer such degrees. Associate degree in science isn't sufficient. Can IUSB develop such a program?" (2281)

"I had a great deal of difficulty and seemed not able to find a solution. I do think changes are needed in exam procedures." (2013)

"I am presently a student at IUSB; so I did not answer these questions."* (2049)

"I have not answered your questionnaire because it really doesn't pertain to me. I graduated from IUSB with an associate degree in dental hygiene."* (3049)

"I probably do not qualify for this study because I was a student at IUSB during the spring 1974 semester and I intend to attend this fall. Occasionally I miss attending a semester because of conflict in scheduling with other members of my family, but I have definitely not left IUSB and do not intend to do so."* (3174)

"I am attending IUSB for a non degree to complete my pre-dental requirements."* (3148)

"I didn't answer because I never left IUSB therefore have no reasons to report regarding not returning."* (3082)

"I am writing this letter in response to your questionnaire. The reason that I did not respond was because I am now in attendance at IUSB. I did not attend IUSB in the fall of 1973 or the spring 1974 because I was teaching school at LeMans Academy, Rolling Prairie, Indiana. I stated back at IUSB this summer and I plan to continue until I complete my degree next spring. Thank you for your interest and best wishes on your survey."* (3086)

"I was a full-time student for year 1973-74 at Indiana University Bloomington, Ind. I plan to return there for the year 1974-75."* (3105)

"I am a student now at Summer 1974 session. I took a year's leave of absense."* (3078)

*These students did not fill out the questionnaire but did respond with comments or letters which pertain to the study.

"I only took three courses at IUSB. I tried to get the office to clear its records as to course work I had taken at another college, and apparently the computer couldn't catch up to the fact that I had nearly enough hours to be considered a junior. On the print out sheets the instructors used, I was listed as a freshman. One of the courses I took, Soviet Foreign Policy, was listed in the catalog as a junior-level course. According to the instructor, it was a graduate level course, and he taught it and graded the work accordingly, along with a few nasty comments about the 'freshman' in his class. I tried to tell him that I was not a freshman, but couldn't make him listen. Because of this and similar experiences, along with double tuition for being out of state, I decided Western might better suit my needs." (2240)

"Since I am still a student at IUSB most of the questions do not apply. I did not enroll for any courses in the fall of 1973 because there were no courses offered after 4:00P. M. that I could use for a science major. I have been trying to take as many biology courses as offered, but there have been very few 3-4-500 level courses offered in the evening. No new courses for several years. Suring the spring semester 1974 I completed G407 and E340. These courses will not count towards a biology major. I will probably enroll this fall for at least six hours in the economics or business department. I hope this information will help your research. I started at IUSB in 1948, Purdue from 1949-1951."* (3011)

"I was unemployed for 6 months and I think I learned more from reading and talking to people in that period than I did from a formal educational standpoint. I may continue college work because I now feel that I have a renewed interest in education." (2214)

"I enjoyed attending IUSB very much but because of financial reasons am unable to continue at this time." (2023)

"There are not any courses offered at IUSB as are at Ft. Wayne IU to complete our Dental Hygiene B.S. Degree. I feel there would be more hygiene students returning if these courses were offered." (3107)

"I am back at IUSB. I had planned to go to Ball State but my plans fell through. I wanted more of a college atmosphere, due to financial reasons I came back to IUSB." (3134)

"The more closely knit interest between student and instructor is extremely appreciated by the mature personality." (3122)

"I attended IUSB full time till I married, then part time until I got pregnant. I then quit but I am thinking of pursuing my major in accounting at IUSB." (2137)

"Had I not moved to Tucson, I would have finished my education at IUSB--I am planning on continuing work toward my degree at the University of Arizona this fall." (3143)

"I felt I would have worked harder at Bloomington but was unable to transfer because of low grade-point average. Had I been able to transfer I would have continued and graduated. This is the first survey of any worth." (2022)

"I have not discontinued my schooling at IUSB--if your records indicate that I have discontinued please notify me of this situation." (2103)

"My grade point average was lower than that necessary to continue at that time. Could you please tell me what period of time you have to wait before you try again?" (3024)

"IUSB is a good school with seemingly adequate facilities to hold everyone. But it is too limited on the classes it has to offer. A few of the teachers took little interest in my work I felt." (2193)

"You need to develop a degree completion program in nursing. For an area this large, its surprising one has not been initiated already; and I am positive that you would never lack for applicants." (2143)

"I am planning to try to pay my own way through college in the the fall section." (3138)

"I thoroughly enjoyed IUSB while attending." (3114)

"IUSB was a good school for my purposes. The Business School was excellent and I was pleased with it, but chose to resume my undergraduate degree at Blominton because it offered greater course variety." (3076)

"IUSB wasn't that bad of school it just didn't carry my complete program. I attended only to get a start then transfer to another school." (2163)

"Comparing the experienced of attending IUSB and IU Bloomington-- At IUSB the profs were much more accessable, and approachable. At IU Bloom. they impose a distance between themselves and the students, a kind of 'keep your place, I am to be honored' attitude. In fact the profs at IU Bloom. sometimes are slightly hostile and defensive toward the students, as if they (profs) were somewhat oppressed. And, in fact, there is some truth to this, because of the size of the student body (and classes), and because of the energies consumed in participating in the vastness of the beauracracy. All this holds true for the IU as an institution in general (Bloomington). As a machine they treat the student body with something akin to contempt. This is a deeply ingrained attitude, which expresses itself on every level, and at every point at which the student interacts with the university (bursar, registrar,

halls of residence, traffic, instructors, newspapers, radio station). I suspect that this attitude has developed over many years. This contrasts with IUSB, where the faculty and staff are oriented to help, and work with the students. I was surprised to find that the intellectual standards at I.U. Bloom. are not as high. By the faculty, 'knowledge' does not seem to be regarded with much respect, ('knowledge' being what the prof knows and can transfere to his/her students). The things that the profs do in their classrooms are not particularly important to them, consequently they are poor educators. This is partly due to the famous 'publish or perish' policy that relieved the faculty of their jobs if they don't publish enough. My IUSB profs were much more enthusiastic and didicated to 'teaching' in the historical and traditional sense of giving to your students, inspiring guiding them. All that I have said above, referes to the situation between institution and students at IU Bloom. and IUSB. However, a different situation exists within each of the student bodies. There is more comradeship and appreciation and affinity between the students at IU Bloom. There is more social interaction, and ten-fold more campus activities (movies, lectures, teas, sports, concerts, recitals, operas, plays, etc., etc.). This greater prevalance of 'student friendship formation' is partially due to the awareness that they are all living together, so to speak, and that they are all 'in the same boat' in relationship to the university. At IUSB I saw few friendships begin, outside perhaps of the theatre dept. In general, the atmosphere at IUSB is warmer, and more encouraging and conducive to pure or 'higher' learning. At Bloomington, there is much less emphasis on knowledge, and a greater push to get your degrees, and out of the profs hair. Of course, everything I have said is highly subjective and should be interpreted as such. However, I should say that despite what I have said, I very much enjoy going to Bloomington. The many different influences and experiences available are very stimulating. It should be pointed out that I have been speaking of the speech path.dept. at IU Bloom., and that the many different depts. have different personalities in Bloomington. This referes to what I said about the quality of the instructors, because this is the dept. I have experience in." (3151)

"I returned to IUSB after one semester at Bloomington because of circumstances that occurred in my family. I liked IUSB and Bloomington equally. . . Both were worth my time and effort." (3144)

"I have no regrets for attending IUSB in fact it was unfortunate that I chose a major in which I had to attend a less convenient campus." (2120)

"The atmosphere of a smaller campus is much more satisfactory for my own personal needs. I much prefer the centrally-located campus than the sprawling, impersonal campus I now attend. Beauty of the grounds helps, too." (2006)

"I left IUSB for marital reasons. My husband was to complete his senior year in Bloomington so with special permission I took 14 hours credit in class and 2nd semester student taught. My husband and I think alot of the IUSB campus. We both attended our first three years of work on the South Bend campus." (3181)

"Would gladly return if IUSB had an M.A.T. program." (3084)

"Do not care for IUSB student life and activities much like being in high school." (2216)

"My college experience at IUSB was very enjoyable and enjoyed also my classes and instructors. I am proud of IUSB." (3168)

"As a 33 year old married student going to school strictly for an education, I had no complaints, but I sympathized with the younger students who had no campus life." (2131)

"IUSB needs more courses as an undergraduate in Library Science and Home Ec. A few of my teachers were of very poor quality. When half the class gets a D or F the quality of the teacher should be looked into. Other than that I enjoyed IUSB and the cost is much better than going away to school." (2053)

"I believe IUSB is a great college campus to attend. It's just the right size, not too big and not too small, and it still maintains a college atmosphere. My professors there were great. I believe that the teaching ability at IUSB is comparable if not better than what my experience has been at the Bloomington campus. The reasons for transfering down state were mentioned above. The main reason was that IUSB didn't offer enough courses that I wanted to take in my major subject, Mathematics and my career objective, computer science. I understand that IUSB did offer more courses in these areas this past year. I think that more courses should be added and rotated every year. to give the student a wider selection of courses to choose from. Also, Bloomington has an excellent Business Placement service which I took advantage of. Well known companies from all over the country come to interview students. The opportunities through this service are just great for obtaining a job after graduation which in my opinion is the purpose of college and the opportunities are better at the main campus than at a regional campus." (3139)

"I was very pleased with my education at IUSB. I was undecided about a major when I started college and felt I needed time to decide before investing a large sum of money in my education. I received a very good 'taste' of many fields when I was at IUSB. My contact with the fine arts department and its instructors helped me determine that I wanted to continue in art. I feel IUSB is a progressive growing school and I would recommend it to anyone interested." (2063)

"High school type atmosphere--would recommend full curriculum and more'campus' atmosphere at IUSB campus." (3018)

"I left IUSB because it didn't have any classes in my major." (2073)

"I really liked IUSB although I transferred to Bloomington. I like the smaller classes and campus. However, it was rather difficult to get into the different groups since most seemed to be rather standoffish to newcomers." (2003)

"I feel that my work at IUSB was very beneficial and was instrumental in my being able to succeed at IU in Bloomington. IUSB helped me to build confidence necessary for work at a larger university." (2205)

"Please give your students more academic counselors. At the time I attended there was only one person in charge of the A and S records and I realized her impossible task of having to help students who needed counseling. I learned to chart my own choice of courses for my major. Even to the extent of mailing to Bloomington counselors for information before transfering there a year later. I now can figure out my own semester curriculum. At Bloomington once this year I was reprimanded for showing up at registration with my 'homemade' schedule. Then I realized that counselors are supposed to help plan schedules, too!" (2165)

"The reason I left IUSB was because it was too much like a high school setting. No social life thru IUSB was provided me in three years. Also, life on a college campus is an experience which I didn't want to miss." (3062)

"It has been my experience that IUSB makes promises but fails to make gains, especially when it concerns the art department. IUSB has yet to offer a degree for art educ. majors. This is my only complaint against the university. IUSB is an adult college. Therefore, it's major interests should be directed toward the improvement of present courses and the addition of new courses." (2112)

"I was treated by counselors as a bother, so I never have seen them again. On the whole, I enjoyed IUSB." (2140)

"I learned alot in the courses I took at IUSB and enjoyed them greatly. It just didn't have what I wanted. If I was majoring in drawing or painting it would be excellent. The teachers are excellent. It is better in a smaller school for art also." (2036)

"I found counseling assistance to be very poor concerning the studies in the Allied Health Field." (2134)

"Would like to finish and get a degree, but can only take courses offered in evening." (3046)

"I was redirected, am now being used." (3043)

"I was very disappointed not to be able to finish up quicker because of the transfer from Holland, Europe. My teachers license from the Netherlands did not seem to be worth anything, while I think that my education prepared me much better for the job. I was forced to take courses, who did not interest me at all, like astronomy. There should be a way to make a transfer easier, it should be more adjusted to the needs of the person who speaks another language. It is not as important to have the credits but it is important to make the foreigner feel secure with the new language and the new methods. I hope I have been of some help with your survey." (3102)

"Should more subjects be available at night I might come back to IUSB." (2196)

"I will be re-enrolling Fall 1974. Why? Am married and need to finish school--here I have a good part time job." (2076)

"Fine Arts Dept. is misleading to students as to qualifications and realities in an occupational career, more a social behavior courses than instructional classes in necessary knowledge of art." (3054)

"The major reason for then wishing to discontinue my studies at IUSB was two fold. 1. having marital difficulties caused strain on all my studies 2. upon finding art schools in London I preferred to IUSB I desired a change." (3150)

"Instructors were easy to communicate with and for the most part gave interesting and stimulating lectures. The movies that were shown on Friday nights in the auditorium was a good idea--I hope they are being continued." (3044)